

## NAEYC Code of Ethics

### Principles

- **P-2.1:** We shall not deny family members access to their child's classroom or programs unless access is denied by court order.
- **P-2.2:** We shall inform families of program philosophy, policies, curriculum, assessment system, and personal qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children.
- **P-2.3:** We shall inform families of and, when appropriate, involve them in policy decisions.
- **P-2.4:** We shall involve the family in significant decisions affecting their child.
- **P-2.5:** We shall make every effort to communicate effectively with all families in a language that they understand.
- **P-2.6:** As families share information with us about their children and families, we shall consider this information to plan and implement the program.
- **P-2.7:** We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

## Family Friendly Websites

<http://familyfriendlysites.com/>

<http://www.familyeducation.com/home/>

<http://familyfun.go.com/parenting/>

<http://www.peel.edu.on.ca/parents/index.htm>

<http://www.nwrel.org/comm/monthly/>

**For More information on the NAEYC**

<http://www.naeyc.org/about/positions/PSET>

### References

Howard, Jane. (2005). *Family Quote that Speak about Unconditional Love*. Retrieved February 27, 2008, from <http://www.greatinspirational-quotes.com/familyquotes.html>

Morrison, George S. (2008). *Fundamentals of Early Childhood Education*. (5<sup>th</sup> ed.). New Jersey: Pearson Education, Inc.

## All in the Family

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### Responsibilities to Families



**“Parents are a child’s first teachers and the experiences and guidance they do or do not provide shapes their children for life.”**

## Family Importance



Parents get involved by participating in classroom field trips.

## Ways Families Can Get Involved

- Volunteer in the classroom
- Attend classroom activities and extra curricular events
- Help with homework
- Participate during class field trips
- Join the parent support groups
- Attend parent-teacher conferences
- Communicate regularly with teacher through telephone calls and e-mails

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### Ideals:

- **I-2.1:** To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.
- **I-2.2:** To develop relationships of mutual trust and create partnerships with the families we serve.
- **I-2.3:** To welcome all family members and encourage them to participate in the program.
- **I-2.4:** To listen to families, acknowledge and build upon their strengths and competency, and learn from families as we support them in their task of nurturing children.
- **I-2.5:** To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.
- **I-2.6:** To acknowledge families' child-rearing values and their right to make decisions for their children.
- **I-2.7:** To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.
- **I-2.8:** To help family members enhance their understanding of their children and support the continuing development of their skills as parents.
- **I-2.9:** To participate in building networks for families by providing them with opportunities to interact with program staff, other families, community resources, and all professional services.

## Types of Families

1. Working Parents
  - Working parents create a greater demand for early childhood programs.
2. Fathers
  - Men are playing an active role in providing basic care, love, and nurturance to their children.
3. Single Parents
  - The number of one-parent families, both male and female, continues to increase.
4. Teenage Parents
  - Although teenage pregnancies have declined during the past several years, they still continue to be a societal problem.

*Call it a clan, call it a network, call it a tribe, call it a family: Whatever you call it, whoever you are, you need one.*

*-- Jane Howard*